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ASIATIC

SELECTED NOTICES

FROM THE NEWSPAPER PRESS

OF

THE EFFORTS MADE

BY

MR. GHULAM MUHAMMAD MUNSHI

TO SPREAD EDUCATION AMONG MAHOMEDANS.

93817

Bombay:
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BOMBAY BRANCH
OF THE
Royal Asiatic Society.
CLASS 15. June/76

NOTICES, &c.

Native Opinion, 20th June 1869.

We have received from Munshi Ghulam Muhamhad a copy of an Urdu pamphlet which he has published and distributed among his co-religionists of this Presidency, pointing out to them the benefits of education, and urging them to avail themselves of the means of improving their condition which our wise and beneficent Government has placed within the reach of the people.

To many of those who have learnt Urdu or Persian, Mr. Ghulam Muhammad is well known as a successful teacher of those languages. He is the author of several compilations intended to facilitate the acquirement of Urdu But it is for the pamphlet under notice that he deserves praise; not for the sake of any literary or mental excellence it exhibits, but for the importance of the subject to which he directs the attention of the Mahomedan community.

The Mahomedans are the only class of Her Majesty's subjects who have had no equal participation in the progress and prosperity which have resulted from the British administration. Indeed, the greater efforts of the Government to civilize the people, the deeper do the Mahomedans seem to sink, socially and morally. The author of the pamphlet imputes this to their neglect of education, and no one will deny he is in the right. But we think that for this neglect the Mahomedans themselves are less to blame than the Government. An ignorant and rustic community of natives, in the hands of equally ignorant, bigoted, and selfish priests, cannot be blamed for not panting for European knowledge. If we recollect the time when Government began to consider the education of the people as one of its duties, we shall find that even those communities who followed no other profession than that of letters were indifferent to the boon they now cherish. Government did (as it has always done) what it thought was for the good of the people without waiting for agitations and movements among the natives.

In matters of education the only community whom it has, as it

were, studiously neglected from the first, are the Mahomedans. Let any one who may think this to be too sweeping an assertion, refer to the Annual Education Reports from the time of the Board of Education downwards. There he will find from year to year fresh measures introduced, elaborate schemes suggested, Professors, Principals Secretaries, Councillors, vying with each other in devising means for the promotion of education among the people *except the Mahomedans*. In none of these reports, schemes, and suggestions is a line to be found relating to Mahomedans. What can be a more glaring evidence of this neglect than the fact that, in Poona, schools for Mahars or Mangs, the so-called low castes or dregs of society, were established, when not a single Urdu school existed for the Mahomedans of the city!

The importance of the subject cannot be too highly estimated. Every lover of justice and fair play, every one who is not a slave of caste, who is not guided by the narrow and illiberal prejudices which are so great obstacles in our way at present, will sympathize with Mr. Ghulam Muhammad. We look to our cotemporaries to take up the subject and strive to do for our Mahomedan fellow-subjects what has hitherto been so sadly neglected.

Times of India, 30*th September* 1869.

Ghulam Muhammad, the well-known Bombay Munshi, author of the *Colloquial Dialogues*, and translator of the *Baital Pachise*, &c., whose efforts for the improvement of his co-religionists, the Mahomedans, are well known, has lately issued two pamphlets on education written in Hindustani, and distributed them among the Mahomedans throughout the Bombay Presidency. He lately wrote a long letter to the Director of Public Instruction on the same subject, in which he pointed out several obstacles to the spread of education among the Mahomedans, showing at the same time how to remove them. To this letter he was favored with a kind reply, upon which he went to Poona to pay his personal respects to Mr. Paile. The Munshi then related all that he had to say, and presented a Hindustani primer, entitled *Tarbiyat Nama*, in which he has used his newly-adopted punctuations, the want of which has ever been felt in many of the Oriental languages—submitting the book for his consideration.

Mr. Ghulam Muhammad invited the Mahomedan public of Poona to meet him, with a view to giving a lecture on education; but only a few gentlemen assembled for whom the lecture was not intended. However, the Munshi succeeded in getting an audience on his second trial, and gave the Mahomedans a hope of having a Government Anglo-Urdu school in the cantonment of Poona soon.

Times of India, 9th October 1872.

THE following item, which we take from the *Bombay Educational Record*, may be noted as an illustration, in a modest way, of what might be done to elicit voluntary support for primary instruction, rather than leaning for that purpose entirely on taxation, as we shall come to do under the new bill if it be carried:—

"We are very glad to hear that a third Hindustani school has been sanctioned by the Director of Public Instruction in the market locality in Bombay, from the beginning of the month, on the offer of a monthly contribution of Rs. 16 for a period of six months, by Mr. GHULAM MUHAMMAD MUNSHI, whose endeavours for the spread of education among Mahomedans in this part of the country are well known."

Indu Prakash, 4th October 1869.

WE have been glad to notice the publication of two small pamphlets in Urdu by Mr. GHULAM MUHAMMAD MUNSHI, author of *Colloquial Dialogues*, &c., exhorting his co-religionists, the sinking race of Mahomedans to educate their children. He has given in his second book the substance of the articles about Mahomedans that appeared in our paper, in the *Native Opinion*, the *Indian Mirror*, and other journals. He has distributed his books *gratis* to his community. We wish every success to the Munshi in his philanthropic endeavours.

Indu Prakash, 4th February 1870.

WE are glad to note the efforts of Mr. GHULAM MUHAMMAD MUNSHI in the cause of spreading education among his co-religionists. He has been travelling about for some time past, exhorting the Mahomedan community to apply to the Director of Public Instruction for the establishment of Hindustani schools for their boys. After returning from Poona, he gave lectures on education in towns and villages in the vicinity of Bombay, such as Tanna, Callian, Bhiwandee. He then proceeded to Khandeish, where he gave lectures in about a dozen places and forwarded applications from several of them to the Director of Public Instruction for the establishment of Hindustani schools. Having returned from Khandeish, he now proceeds to Gujarat on the same self-imposed mission. He is also preparing a good series of Hindustani books containing useful and elementary scientific information.

Times of India, 11th March 1870.

TO THE EDITOR OF THE "TIMES OF INDIA."

SIR,—The endeavours of Mr. GHULAM MUHAMMAD MUNSHI for the spread of education among his co-religionists are now well known. After issuing some pamphlets he has been delivering lectures in

different parts of the country, and examining Hindustani schools, presenting the boys with prizes with a view to promote a taste for education. In addition to this, he takes great trouble to improve the Hindustani language itself by writing a new series of books. He has also invented some marks of punctuation, the necessity for which has ever been felt in Oriental languages. On the 25th ultimo he visited the three Hindustani schools at Ahmedabad, and presented the pupils with a number of books. He also gave a lecture on the 4th instant at the Hemabhoy Institute at the same place on education, with which the audience seemed to be highly pleased, and in which they were greatly interested. S.

Times of India, 22*nd October* 1870.

We are very glad to see that Mr. Ghulam Muhammad Munshi is still continuing his endeavours for his co-religionist Mahomedans. He has just returned from Poona, where he addressed the following letter to the Director of Public Instruction :—

J. B. Peile, Esq., Director of Public Instruction,

Sir,—I have great pleasure in noting that the recommendations in my letter, dated 22nd June 1869, have been partly carried into effect, *viz.*, a Hindustani training class has lately been opened at the Ahmedabad College; I hope two similar classes will also be established at the Bombay and Poona Colleges. I shall be pleased to see this subject advertised in English and vernacular papers for the information of future candidates.

I hear that a few Hindustani schools are also opened in the vicinity of Ahmedabad, but I regret to find that no Hindustani school has as yet been opened in the Camp at Poona. Two Anglo-Hindustani schools are required in Bombay—one near the Arthur Crawford Markets, and the other at Nagpada—in addition to the one now in existence in the Bhendi Bazar. I am sorry to state that this last school has been diminishing in importance and usefulness since instruction in the English language has been discontinued; and though a complaint to this effect was made about ten months ago, no steps have been taken to remedy the defect.

There are many Mahomedan boys in this Camp, and also in Bombay, willing to study English, and most of these are already acquainted with Hindustani, their mother-tongue; hence Hindustani schools in these places will be of less use than Anglo-Hindustani ones. In conclusion, I hope all my recommendations will be carried out as soon as circumstances will permit.—I remain; &c.,

Poona, 22nd August 1870. GHULAM MUHAMMAD MUNSHI.

Times of India, 19*th July* 1871.

We have great pleasure to state that, in compliance with Munshi Ghulam Muhammad's request, as pubished by us on the 22nd October 1870, the Director of Public Instruction has been good enough to open an Anglo-Hindustani school at Nagpada in Bombay. This school was established in January last, and is prospering in every way. All necessary instruction is given in this school, both in Hindustani and in English. The number of the boys attending the school is close on sixty, and about half these read English. Mr. Ghulam

Muhammad Munshi has visited the school several times, and has presented several maps for the use of the pupils.

Bombay Guardian, 29th July 1871.

"Risalah-i-Nujum-ul-Alamat, by Ghulam Muhammad Munshi, Bombay," is the title of a Hindustani book embodying a system of punctuation for the Hindustani. The author has invented a number of marks corresponding to our commas, colons, &c., &c., which have met with the approbation of various Mahomedan gentlemen in Bombay, and the use of which he inculcates in a neatly-printed pamphlet.

Times of India, 2nd August 1871.

Mr. Ghulam Muhammad Munshi, through long experience, has very ingeniously invented some marks of punctuation for the Arabic, Persian, Hindustani, and Sindhi languages, all of which are written in the same characters and are totally devoid of any kind of punctuation. He has prepared an essay on the same in Hindustani, entitled "Risalah-i-Nujum-ul-Alamat," and obtained certificates from the Kazi and several Moulvies in Bombay, attesting that his marks of punctuation and orthographical rules are well adapted and very useful for the languages proposed, and that they should be adopted to facilitate reading and understanding the aforesaid languages. The Munshi has just published the essay, and is now distributing it to all the Directors of Public Instruction, Literary Societies, and editors of Hindustani and Persian newspapers through out India. He has also sent some copies to Professors in various Colleges and Universities in England. We wish the Munshi every success.

Bombay Gazette, 12th August 1871.

We have to acknowledge the receipt of a small Hindustani book by Munshi Ghulam Muhammad of Bombay, entitled the *Najum-ul-Alamat, i.e.*, the star of marks, in which the author seeks to enforce on the attention of his countrymen the necessity of adopting a system of punctuation similar to the English. The absence of marks of punctuation in all Hindustani works occasions great difficulty to the learner, and sometimes obscures the meaning of important passages. The Koran is the only book among the Mahomedans in which, we are told, a system of punctuation has been adopted. Munshi Ghulam Muhammad has in this book adopted several marks, and given them Hindustani names; and he hopes they would be adopted in future by all Hindustani writers, so as to facilitate, as they no doubt will, the study of the language. Mr. Ghulam Muhammad has obtained several excellent testimonials to the value of his system of punctuation.

Educational Record, 8th September 1871.

We hope to see an upward move among the Mussulmans before long. Mr. Ghulam Muhammad Munshi, to whom his caste-fellows ought to be uncommonly grateful, is now actively engaged in getting up a society similar to the one in Benares, which aims at the education and elevation of poor Mahomedans. Of this caste there are in Bombay, we believe, 150,000. As is well known, they are for the most part educated not at all, or only up to that point at which they can keep shop accounts. The lowest part of their community is in extreme poverty, the pain of which is the fulcrum of the lever which will raise them. Pride and poverty are but poor food when there is nothing else beside.

Times of India, 8th October 1871.

The usual monthly Khoja General Meeting was held on the evening of Saturday, the 4th instant, at the residence of Mr. Ahmedbhoy Hubibbhoy, at Mandvee Bunder, when more than 125 gentlemen of all castes and creeds were present. The essay for the evening, namely, on "Mahomedan Education," having been read by Mr. Ghulam Muhammad Munshi, there was an animated discussion as to the causes which have led to the decline of education amongst the Mahomedans, and as to the means which should be adopted to resuscitate it. It was ultimately proposed that the "Khoja General Meeting" do take up the business of looking after and encouraging education amongst the Mahomedans into their hands. This resolution having passed *nem con.*, it was next resolved that a Provisional Committee be appointed to take steps to encourage education amongst the Mahomedans of Bombay. Accordingly, a committee consisting of the following gentlemen was appointed for that purpose :—Messrs. Ahmedbhoy Hubibbhoy, Jairajbhoy Peerbhoy, Cumroodeen Tyabjee, Cassumbhoy Dhurmsey, Budroodin Tyabjee, Fazullabhoy Cassumbhoy, Mahomed Alli Rogay, Hajee Ebrahim Jitaker, Hajee Mahomed Essa, Shaik Ameeroodin, Sheriffbhoy Salemahomed, Ally Mahomed Bhimjee, with power to add to their number. Honorary Secretaries, Messrs. Ghulam Muhammad Munshi and Rahimtula Mahomed Sayani

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Times of India, 27th February 1873.

Mr. Ghulam Muhammad Munshi, whose efforts to spread education among the Mahomedans in this Presidency are well known, has addressed a letter upon the subject to the *Bombay Educational Record*. He states that the inducements which the Government has so freely offered to Parsees and Hindus to avail themselves of the education offered them, have not been extended to Mahomedans. The primary schools have been in existence for fifteen years past,

but the Mahomedan must give up his mother-tongue, Hindustani, and learn Guzerati or Marathi, if he wishes to go into the High Schools. This places him on unequal terms with the Parsee and Hindu, but this would not be the case if there were Anglo-Hindustani schools. In accordance with this exclusive arrangement, the Educational Department have translated several books from the English to the Guzerati and Marathi languages, but no books whatever are translated into Hindustani. Throughout this Presidency, excluding Sind, there are about 100 Hindustani schools, but there is not one Mahomedan deputy inspector appointed for any of them. The defect is obvious that the deputy inspectors now have to use a language foreign to them, and have, besides, their own caste prejudices to contend against. Notwithstanding these formidable difficulties, the Hindustani schools are well attended, but the Mahomedan parents are poor, and cannot generally afford to educate their children, but it is not right to blame the Mahomedans for their apathy. This is the indictment, as it may be called, which one of the most earnest-minded Mahomedans of the day brings against the Government, and it will be hard to say that these statements do not represent the position of the Mahomedans of this Presidency in relation to the Educational Department, and we can join with their advocate in asking the wealthy Mahomedans of this Presidency to give a helping hand to their poorer brethren; and we at the same time would invite the attention of the Government to the necessity of putting the Mahomedans upon an equal footing with the Parsees and Hindus as far as regards the education they may receive at the Government schools, for they are entitled to this position, and they are as loyal subjects as those more favoured races.

Times of India, 30th April 1873.

We have much pleasure in printing the following memorials, which have been addressed, respectively, to Mr. K. M. Chatfield, Acting Director of Public Instruction for this Presidency, H. E. Sir Philip Wodehouse, and H. E. the Viceroy, by our active-minded Mahomedan citizen Mr. Ghulam Muhammad Munshi, and trust that his efforts to spread education among the great Mussulman community, which are already widely known, will in the end be crowned with success:—

To His Excellency Sir Philip Wodehouse, K.C.B., Governor and President in Council, Bombay.

Most Respectfully Sheweth,—That it is as evident as the sun that the Mahomedans, especially in this Presidency, are not educated like other races. Some one might say, "Why do the opulent Mahomedans not assist their poor co-religionists?" But much time and trouble have been consumed in the endeavours to obtain contributions from them, yet nothing has been received. I therefore most earnestly solicit that His Excellency the Governor will

have the goodness to call a meeting of all the wealthy Mahomedans of all castes and tribes, *viz.* the Arabs, Persians, Khojas, Memons, Koknis, Guzeratis, and Deccanis, when I have no doubt they will come forward, and a reasonable sum will be collected, which may be used for educating the children of the poor Mahomedans of this Presidency, and in this way patronise the multitudes of the sinking Mussulmans.—I have, &c.,

Bombay, April 8, 1873. GHULAM MUHAMMAD MUNSHI.

To His Excellency LORD NORTHBROOK, G.C.S.I., Viceroy and Governor-General of India,

MOST RESPECTFULLY SHEWETH,—1. That it is a well-known fact that the Mahomedans in general, and more especially those in the Bombay Presidency, are far behind in modern education than other classes of Her Majesty's subjects, and, though great trouble has been taken to spread it among them, yet very little, or nothing, is done in the way. But the kind Government ought to look to its causes, and remedy the defect. The principal causes of their ignorance are—firstly, that they are mostly poor, and cannot afford to educate their children; secondly, all the Government records in the mofussil are kept in other than Hindustani languages (notwithstanding that the most common language spoken and understood throughout India is but Hindustani), which is against the inducement for them to learn the language. On my repeated applications, the late Director of Public Instruction, Mr. Peile, has been good enough to open two Hindustani training classes, and established a few primary Hindustani schools. But it is a matter of deep regret that not a single Anglo-Hindustani school is yet opened, nor a Mahomedan Deputy Inspector is appointed throughout the Presidency, without which the helpless Mussulmans are obliged to give up their mother-tongue and their own literature, the Hindustani, and to study a foreign language Gujerathi or Marathi, to get into High Schools; those who do not do so wander from school to school, still they cannot get on, for there is no teacher in any school in Bombay who will explain their lessons to them in Hindustani, and no proper supervision can be effected by mere strangers to the language.

2. It is also a fact that there are but very few Mahomedans engaged in the public service in the whole of India. I can from experience say that, if not hundreds, there are scores of Mahomedans here who are endeavouring to obtain Government employment, but unfortunately they cannot succeed without interest, and I have no doubt such must be the case throughout India.

3. I am therefore sanguine that His Lordship will be pleased to take the above subjects into his kind consideration, and organise such a scheme as to render the deplorable condition of the Mahomedans into an adequate position with regard to their education.

4. I have also a strong hope that the Governor-General will be so good as to issue a notice that all Mahomedans desirous of serving the Government in any line or capacity, may apply at their respective Presidencies, and they may be favored with appointments suitable to their merit, as Lord Hobart does at Madras; and so become a benefactor of the masses of Mussulmans. By doing so, the Viceroy will undoubtedly confer a great boon on Her Majesty's most loyal subjects, the Mussulmans, and it will certainly find its way in the annals of India, and be an excellent memorial as a meritorious act of the benevolent ruler towards his faithful people.—I have, &c.,

Bombay, April 12, 1873. GHULAM MUHAMMAD MUNSHI.

K. M. CHATFIELD, Esq., Acting Director of Public Instruction, Bombay.

SIR,—I beg respectfully to inform you that it is much to be regretted that the condition of the education of Mahomedans in this Presidency has been

very inadequate to this day, as is known to all. I therefore beg to draw your attention to act fully upon the resolution passed by the late Viceroy and Governor-General, Lord Mayo (may God bless his soul!), on the subject, of which the following is the abstract :—

"The Governor-General in Council is desirous that further encouragement should be given to the classical and vernacular languages of the Mahomedans in all Government schools and colleges. This need not involve any alterations in the subjects, but only in the media of instruction. In avowedly English schools established in Mahomedan districts, the appointment of qualified Mahomedan English teachers might with advantage be encouraged. As in vernacular schools, so in this class also, assistance might justly be given to Mahomedans by grants-in-aid to create schools of their own. Greater encouragement should also be given to the creation of a vernacular literature for the Mahomedans—a measure, the importance of which was specially urged upon the Government of India by Her Majesty's Secretary of State on more than one occasion."

I further beg most earnestly that your honor will be good enough to do all you can with regard to the important subject above referred to, by granting all wants and removing every obstacle in the way; as everything lies in your power, occupying the highest position in the Educational Department, and so become a patron of the most needy and sinking race of the Mussulmans.—I have, &c.,

Bombay, April 20, 1873. GHULAM MUHAMMAD MUNSHI.

Times of India, 9th May 1873.

Mr. Ghulam Muhammad Munshi, having received an unfavorable reply to his application from His Excellency Sir Philip Wodehouse, took the opportunity of His Excellency Sir Bartle Frere being in Bombay at the time, and trusting that His Excellency, who is well acquainted with the citizens of Bombay, would most probably espouse his cause, wrote to him a letter on the subject, without any loss of time, explaining how much time and trouble have been consumed in the matter; but without effect. He regrets to say the letter he received as answer from Mahabaleshwar was extremely unsatisfactory. The Munshi has been favoured with an acknowledgment of the receipt of his letter from the Governor-General, and expects to hear some propitious news as soon as possible with regard to the education and employment of Mahomedans. Mr. Ghulam Muhammad also hopes to see the resolution referred to in his letter to the Director of Public Instruction carried by him into effect. But in case of his failure, he is resolved to strive to the best of his abilities, and communicate with still higher authorities till his wish is fulfilled. Let this not be understood in the least in an offensive form. The unwearing zeal of the Munshi, and his untiring endeavours, deserve to be crowned with success.

Bombay Gazette, 30th June 1873.

Mr. Ghulam Muhammad Munshi has always been zealous and anxious to spread and improve education among his co-religionists,

the Mahomedans, as is well known, and he frequently communicates with the Director of Public Instruction on the subject. With a view to opening a boarding school for the children of the poor Mussulmans of this Presidency, he had got together ten different meetings of the wealthy Mahomedans of this city, but all to no purpose. Besides the three petitions from him to the Governor-General, Lord Northbrook, His Excellency Sir Philip Wodehouse and Mr. K. M. Chatfield, which have been published, he also wrote a letter to H. E. Sir Bartle Frere when in Bombay. He has lately forwarded the following letter to the Director of Public Instruction:—

K. M. CHATFIELD, Esq., Director of Public Instruction, Bombay.

SIR,—I beg respectfully to point out the various important wants for the improvement of education among the Mahomedans of this Presidency, which are as follows:—

Firstly.—A good selection of Hindustani books for primary and Anglo-Hindustani schools.

Secondly.—Establishment of primary schools in towns and Anglo-Hindustani schools in different cities, such as Bombay, Surat, Ahmedabad, Poona, Ahmed Nuggur, &c.

Thirdly.—Appointments of qualified teachers and assistant teachers.

Fourthly.—Increase of salary of the head and assistant qualified teachers.

Fifthly.—Appointments of Mussalman deputy inspectors.

Sixthly.—Offering of rewards for writing and translating useful books in Hindustani; without which I am exceedingly sorry to state that all the money spent on the faint education of Mahomedans is but wasted.

It is most urgently desirable that the Mussulmans of this Presidency hindermost in education should be brought to equilibrium with the other nations of Her Majesty's subjects.—I am, &c.,

GHULAM MUHAMMAD MUNSHI.

Bombay, 16th June 1873.

Times of India, 17*th March* 1874.

To His Excellency LORD NORTHBROOK, G.C.S.I., Viceroy and Governor-General of India,—

MOST RESPECTFULLY SHEWETH,—That it has now been proved beyond all doubts that the acts of perpetration and most unnatural crimes resulted in the Mutiny of 1857 the great contest between the Parsees and Mussulmans in Bombay in the year 1851, assassination of the late Lord Mayo (may God bless his soul!) murdering the deceased Chief Justice Norman, and subsequently ensuing in the most shameful and wicked riot about the beginning of Moburrum last between the two communities of Her Majesty's subjects in Bombay, are most certainly the consequences of the gross neglect of our wise Government evinced in educating the masses of Mussulmans, whose claims upon the British Government are most certainly the greatest of all the other nations in India. Had the Mahomedans been educated from the beginning as well as other classes, the case would have undoubtedly been just the reverse. No one can deny this fact, which is as manifest as daylight itself.

From the facts pointed out above, it has now become quite incumbent upon the Government to take immediate measures, and lose no time in devising skilful plans to educate the most unlucky portion of the sinking race of Moslems. Although the design of our judicious Government has been to do so, but it is a pity that very little or rather nothing has as yet been done in the way. Every attention and mature consideration should be paid to the

disorderly state of the non-educated or common Mussulmans, and the pernicious consequences flowing from their ignorance.

His Lordship's humble petitioner earnestly solicits that the only remedy for the above defects is education in the European sense of the word—a task to which the Government alone is equal. For it is well known that millions of Mahomedans are in such a miserable condition that they can hardly maintain themselves, leaving out the question, why do not they educate their own children? The petitioner again respectfully takes the liberty to suggest that this should be granted as an emergent and special case, where all thoughts of economy must be abandoned. The best mode of educating the helpless Mussulmans will be to open about a dozen boarding-schools in different large cities, where they may receive every necessary of life in addition to their education.

Statistics will show that about the beginning of the educational movement in this Presidency (1824), all sorts of inducements were offered to the students, and various plans and schemes were being tried to place the scheme on a firm footing, when the poor Mahomedans were dealt with as if they formed no portion of Her Majesty's subjects. In conclusion, His Lordship's humble petitioner fully hopes that this application will meet with the approbation of the Governor-General of India, whose real intentions of coming to this country are, as is believed by the public in general, to do good to Hindustan and improve the condition of her children.—His Lordship's humble petitioner,

Camp Poona, March 3. GHULAM MUHAMMAD MUNSHI.

Government House, Calcutta, the 11th March 1874

SIR,—Your application of the 3rd instant has been transferred to the Secretary to the Government of India, in the Home Department, for official disposal, under the orders of His Excellency the Viceroy and Governor-General.—I am, &c.,

E. BARING, Captain,
Private Secretary to the Viceroy.

TO MUNSHI GHULAM MAHOMED.

Times of India, 7th May 1874.

WE hear from Poona that the Hindustani Training Class has succeeded in sending forth two teachers, who are now employed in the Government Hindustani Schools, one in the City, and the other in the Cantonment. We hear also that Mr. GHULAM MUHAMMAD MUNSHI has started a night school in Main Street Poona, which bids fair to be a success. At present the pupils number nearly fifty, some of whom are Parsees, Marathas, and Portuguese, besides the Mahomedans, who constitute the majority. The Munshi is working with his accustomed energy and disinterestedness.

Times of India, 20th May 1874.

THE following is a translation of an extract from the *Bombay Samachar* of the 30th ultimo :—

It is quite true that the Mahomedans in this part of the country are far behind in education, consequently it is necessary to promote it amongst them. The necessity is not only felt by other communities, but sensible Mahomedans are also affected by it. The endeavours of Mr. GHULAM MUHAMMAD MUNSHI which he has done and is still doing to spread education among his co-reli-

gionists, and thereby to make them good and loyal subjects, are undoubtedly praiseworthy; and if he succeeds in his object, he will certainly become he benefactor of his co mmunity. The Bombay movement for education among the Mussulmans has reached Kutch, and it gives us great pleasure to find that a commencement of this noble duty has already been made there instead of empty talk. The ceremony of laying the foundationstone of an institution in Bhooj was performed with great pomp last month. The present Political Agent, Captain Goodfellow, first seems to have thought of educating Mahomedan boys in Kutch, and his endeavours appear to have been successful, for which he deserves to be thanked. We hope Captain Goodfellow will not be rewarded like Chief Justice Norman, and lately as Mr. GHULAM MUHAMMAD MUNSHI and his son were treated for their endeavours to spread education amongst the Mussulmans.

(*Times of India, May 27th*, 1876.)

THE public have long been made familiar through the press with the efforts, extending over many years, which Mr. GHULAM MUHAMMAD MUNSHI has put forth to obtain for his co-religionists a scheme of education suited to their religious idiosyncrasies and their literature, and also to meet the ignorant condition of the vast majority of his caste. He has from time to time memorialized both the Supreme and Local Governments on the subject, and has also p. ssed it on the notice of the present and late Directors of Public Instruction, Bombay. So indefatigable, indeed, have been his efforts in the good cause, that he has travelled in various parts of India for the purpose of stirring up the interest and engaging the co-operation of others in the great purpose he has had in view. The encouragement he has received from enlightened Mahomedans such as Syed Ahmed Khan Bahadur, C.S.I., Benares, and the Hon'ble Moolvie Abdool Latif Khan Bahadur, Calcutta, as well as from some influential men in Bombay, has been of a very gratifying character; and it has afforded him fresh impetus to persevere in the patriotic and really philanthropic work he has so tenaciously set himself to accomplish. One practical result of his efforts is the recent establishment in Bombay of a Mahomedan educational and literary society called "Anjuman-i-Islam," which is started under the best auspices. Cumrudin Tyabjee, Esq., is president, the Hon'ble Mahomed Ali Rogay is vice-president, and Ghulam Mahomed Munshi and Ghulam Mohydeen Munshi are the honorary secretaries. Several of the leading Mahomedans, among whom are R. Mahomed Sayani, M.A., LL.B., Budroodeen Tyabjee, Esq., Barrister-at-law, and Abbas S. Tyabjee, Esq., Barrister-at-law, have entered their names as members, and the number is increasing. The founder of this society is to be congratulated on his success. We hope that it will satisfactorily fulfil the objects for which it is organized, and that the expectations that are entertained of the work it promises to accomplish will not be disappointed.

(Times of India, September 23, 1872.)

We are extremely sorry to read the reasons for the discontinuance of the *Urdu Instructor*, given in the issue of the 1st September. Says the *Kásim-ul-Akhbár* of Bangalore, dated the 9th instant:—"We were very glad to hear of its extension, and the improvements made by its editor; and we expected that this journal would soon have been reckoned among the illustrious papers of India.

"We hoped that the endeavours of the editor with regard to the education of the Musalmans of the Bombay Presidency through his exertions would have soon produced a practical result; but the last number of the paper in question has thrown all our ideas to the wind, and we deeply regret its cessation, We very sincerely praise the management and regularity of the journal conducted by the proprietor and editor, Mr. GHULAM MUHAMMAD MUNSHI, from its beginning."

An officer writing from Meerut, September 13,1872, to Mr. MUNSHI GHULAM MUHAMMAD, says—"I am very sorry to hear that your venture has not turned out a success in the way of profit. The paper was a good one, and I wonder that English gentlemen studying the language did not take advantage of it. If you ever make another attempt, I shall be glad to subscribe if I am in the country, so let me know."

To The EDITOR of the *Times of India*.

A RAJCOOMAR COLLEGE FOR CENTRAL INDIA.

SIR,—With reference to S. M. Shaidullah Khan's correspondence on the Prince's visit in your yesterday's issue, I have great pleasure to state that every philanthropist will quite concur with the most needful proposal mentioned therein. At present I am on my journey in Central India. I had the pleasure of examining the Camp School and H.H. Maharajah Holkar's Provincial School here, an account of which will be published hereafter. I had also the honor of seeing General Sir Henry Daly, when I advised him to establish a Rajcoomar College here, and wrote to him the following note the next day:—

GENERAL SIR HENRY DALY, *Governor-General's Agent, Central India.*

Most Respected Sir,—I am very sorry to state that I had no more time to talk to your honour any further yesterday about establishing a Rajcoomar College here. However, I hope you will soon think over the subject, and begin getting contributions from the Princes and Chiefs under your jurisdiction without delay. By doing this philanthropic act you will most certainly have a best memorial for the country. I have no doubt your abilities and experience will bring to square every impediment that may occur in the way, and fully accomplish the matter. It would be intruding upon your valuable time to say more on the subject.—Yours, &c.,

GHULAM MUHAMMAD MUNSHI.

Camp Indore, 18th August 1875.

I would now suggest that in Rajpootana, as well as in Central India and the Central Provinces, colleges conjointly with schools

of art should be founded to perpetuate the memory of H.R.H. the Prince of Wales, our future King. There can be not the least doubt that our enlightened Princes, such as the Maharajah of Jeypore, Maharajah Sindiah, Maharajah Holkar, the Nawab of Rampoor, the Nawab of Tonk, the Nawab of Jowra, the Begum of Bhopal, &c., &c., will with pleasure subscribe reasonable sums towards the proposed institutions for the benefit of the public in general, or more correctly their own subjects and countrymen.

In conclusion, I beg to draw the attention of the high officials at the aforesaid stations to take up the matter, as they are the only influential personages to perform the task.—I am, &c.,

GHULAM MUHAMMAD MUNSHI.

Camp Indore, 27th August 1875.

(Times of India, June 28, 1876.*)*

The indefatigable exertions of Mr. Ghulam Muhammad Munshi to extend the means of education among his co-religionists in the Mofussil as well as in Bombay, have won him much regard, and invested him with an influence which he has well earned. His visits from time to time to the principal cities of India have been the means of awakening much interest in the object he has at heart, and his latest effort has been attended with most gratifying results. He lately visited Sir T. Mahadeo Rao, with the view of pressing upon that Minister's attention the need of opening Urdu schools for the Mahomedans in the Baroda State, which has resulted in the appeal of the patriotic Munshi being acceded to. The enlightened Dewan saw the wisdom and expediency of the plan suggested, and has promptly decided that five such schools shall be established in the districts of that State. Two already exist, one in the city and one at Sadra, so they will now be brought up to the gratifying total of seven. The Dewan kindly sought the Munshi's advice on the management and course of instruction that it would be desirable to adopt, all which was furnished. Great praise is due to the worthy man who pleaded for the helpless and ignorant, and likewise to the administrator who had the wisdom and discernment promptly to acknowledge the need laid before him, and to provide the remedy.

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